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ABSTRACT

To improve students' self-concept and vocabulary scores, a practicum unit based in Graeco/Latin derivatives studies in varied learning styles strategies was developed for use in an eleventh grade English class (18 students). After the language analysis and preferred modalities of the target class were identified, students were assigned a target list of 80 common Latin roots, rules of word analysis, and popular Greek myths with literary allusions. The subject matter was presented in assignments to accommodate varied individual style preferences by addressing all domains of learning. Test results revealed no significant gains for scores on the California Test Basic Skills (CTBS), but students did demonstrate significant mastery in the criterion-referenced derivatives pre/posttest. Additionally, positive results were demonstrated in affective and intuitive domains through self-concept survey and creative productions. Findings suggest that Graeco/Latin derivative studies do expand vocabulary growth and that the CTBS test alone is not a total measure of student motivation, ability, and academic success. (Five tables of data are included; 26 references and 10 appendixes containing graphic analyses, sample units of study, and test data are attached.) (REH)

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AUGMENTING LANGUAGE ANALYSIS SKILLS THROUGH GRAECO/LATIN DERIVATIVES STUDIES

by

Barbara H. McGavin

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

June, 1990

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Signed: Barbara H. McGavin

Barbara H. McGavin

ABSTRACT

Augmenting Language Analysis Skill Through Graeco/Latin Derivatives Studies.
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Descriptors: Vocabulary Skill/ Latin Derivatives in English Vocabulary/ Strategies in Teaching Vocabulary/ Self-Concept and Vocabulary Competency/ Etymology of Latin Roots in English/ Psychology of Language Learning.

The high percentage of students receiving below average CTBS vocabulary scores and displaying low self-concepts in an average eleventh grade English class was addressed by implementing a unit based in Graeco/Latin derivatives studies in varied learning styles strategies. Two screening devices, a revised Amsco's Review of Derivation and Word Study (Amsco, 1967; Luyster, 1980) and the Zaner-Bloser Modality Kit (1990) were employed to discern the language analysis level and the preferred modalities of the target class. Students were assigned a target list of eighty common Latin roots, rules of word analysis, and popular Greek myths with literary allusions. The subject matter was presented in assignments based on Clark's Integrative Education Model to accommodate varied individual style preferences by addressing all domains of learning. Results of the 1989-90 CTBS subjected to ANOVA and Wilcoxon Sign Ranked-Pairs tests indicated no significant gains on CTBS scores. Students of the target class did, however, demonstrate significant mastery in the criterion-referenced derivatives pre-post test, when scores were subjected to the Wilcoxon tests. Positive results were also demonstrated in affective and intuitive domains through self-concept survey and creative productions. The results of the project provide useful information on teaching a difficult subject in combination with varied learning preferences. One conclusion was that use of the integrative brain function can stimulate motivation and achievement by the incorporation of varied learning styles. Another conclusion was that Graeco/Latin derivative studies does expand vocabulary growth as measured on criterion-referenced tests, but that growth was not shown on the CTBS scores. The inference suggests that the CTBS test alone is not a total measure of student ability and academic success. Appendices include graphic and tabulated analyses of project, sample integrated units of study, student and test data, and subject matter samples.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

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Practicum Title Augmenting Language Analysis Skills Through Graeco/Latin Derivatives Studies

Student's Name McGavin, Barbara H.

Program Site GEM Melbourne, Fl **Date** June 8, 1990

Observer's Name Iolani M. McKnight Iolani M. McKnight
(please print---------and sign)

Observer's position Assistant Principal **Phone #** 952-5885

Observer's comment on impact of the project (handwritten):

Mrs. McGavin is most effective in teaching her students not only the knowledge of Latin derivatives but she also strives to develop an appreciation of the language. She has taught her students to recognize word derivatives and their applications to the English language in everyday use. This plan should be implemented in all English classes.

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Assistant Principal

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Athletic Director

Observer's comment on impact of the project:

Mrs Mc Gavin is most effective in teaching her students not only the knowledge of Latin derivatives but she also strives to develop an appreciation of the language. She has taught her students to recognize word derivatives and their applications to the English Language in everyday use. This plan should be implemented in all English Classes.

Iolani M. Knight
Assistant Principal
June 8, 1990

(The reason I typed my statement on the form is because I have poor penmanship.)

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CHAPTER 1

Purpose

The three year high school with which this report deals is located in a developing coastal community on the eastern Atlantic seaboard, where the chief industries are tourist and technology related. The approximately fifty year old building facilities are spread over forty acres near the downtown area. A staff of 92 certified personnel and 32 non-certified employees serve a student body of approximately 1,300, grades 10-12. The high school was a first in the nation to develop the non-graded, phased system of grouping students according to ability rather than grade level. It thus established a reputation for innovation at its inception in the sixties. Even though the memory of its halcyon days lingers, the political climate has become more conservative along with the rest of the nation. The phasing system, however, has remained in use.

The eleventh grade (grades 10-12) phase three English class which was the target population for this practicum comprised eighteen students of widely ranging ability. Phase three has been defined in the county booklet, Senior High School Instructional Program, 1989-1990, as "students who have a background of average achievement". The term "average achievement" is vague even in the official district definition because the term itself intrinsically means simply a person who "has property"-not specific enough for educational purposes. The

term seems to apply to students whose ability to learn lies within the normal range, and that range, according to a clarification by a district instructional supervisor, falls between 25 and 75 percent on the CTBS tests. This particular class, however, like many others of its category, appeared lower than average because of the fifty percent who scored below the average national percentile on that particular test. Moreover, the poor attitude and behavior in academic situations made the target class appear less than desirable.

The author's colleagues, when consulted on the subject, also revealed concern that the so-called phase three average students were now below a formerly acceptable level of performance in all aspects of the language arts. This noticeable drop may be a structural problem of the phasing system which eventually defines the ego of student, parent, and educator (via politics), who wish to be seen as above average, thus lowering all five phase qualifications. This lowering of standards increases the appearance of higher intelligence/achievement quotients on paper if not in reality. The connotation defines an insidious dishonesty in the system and in turn harms the self-concept of the average student. Those phase three students who fall far below normal in test scores may do so for a variety of reasons: dysfunctional families, poverty, low abilities, gifted needs unmet, and long working hours. All of these reasons existed in the target population where one-third of the students were on the school\work program. Another third of the target class appeared to be actually "average" according to the district definition, and without excessive non-academic problems. Three of the students in question have been phased into higher English classes in the past, but preferred not to stay there because

work requirements were more stringent or because their friends were not there. Because of these innumerable differences in the target class, phase three might be said to represent a microcosm of the entire student population.

As a microcosm, then, a major problem with phase three classes is that they become, in short, nonphased. Teachers have less advantage or inclination to assume facilitator roles to so many different abilities at once. In spite of this difficulty, two salient characteristics could be treated more successfully than not: low self-concepts and low language skills. These characteristics were seen in poor student attitude toward school or low valuation of academic achievement. The former problem is often a result of the latter, i.e., self-concept depends largely on communication skills. These students did realize the usefulness of language as a tool toward furthering their futures. Few of them, however, enroll in foreign language classes, much less in Latin, and so do not benefit from the theoretical transfer of language analysis skills from one language to another. The study of foreign language would be one ideal answer to phase three (and all other phases) language problems, but since this is not a reality, the next best solution would be to attack the problem in the English classes which are required curriculum for all.

Although English curricula are strictly regimented by state mandated standards, the teacher's will and degree of involvement are the real keys to success in teaching, particularly in classes such as the target of this practicum. If the teacher can excite the students' imagination, boost their self-concept, and convince them of the need for self-discipline and concentration regarding language skills, then hypothetically the students should improve both skills

and self image. On the other hand, a teacher can rarely do in one semester that which has not been done in the previous ten years, that is, stimulate interest to the point of scholarship. Perhaps simply defining the problem in terms of a practicum experiment along with the students could become the change agent to their lack of interest.

To couple this lack of interest with the public's growing concern over declining language scores reveals a major problem in the English curriculum. Everyone involved recognizes the discrepancy between the need for high ability to communicate and the low level of communications' test scores. The experience of this writer, including seventeen years of teaching English, French, and Latin in both junior and senior high schools, has revealed a pejorative effect in the teaching of language to a non-reading society. The target population reflects a national as well as a local problem in understanding and teaching of language analysis skills. An understanding of the nature of language as symbol is prerequisite to effective teaching and usage (Langer, 1983). The questions of whether thought exists without expression is analogous to whether sound exists without the ear. Who can know the answer without analysis of the parts?

Because language is symbolic in nature, understanding its components is necessary for skillful use. A major component is vocabulary, which presents difficulty to students because its power lies in both its use in syntax and in its etymology, both of which are foreign to most English students. The ideal learning situation uses vocabulary in its natural contexts of speech, writing, and literature (Moffatt, 1939). The real classroom, however, demands a faster method of learning vast numbers of words, especially at the secondary level

where it is almost too late to repair years of neglected language use. The American school system rarely requires or even offers foreign languages at elementary or junior high level, where that study could provide much improvement in language skill. In addition, American society is no longer one which reads for pleasure; it is an audio-visual oriented society which has relegated the use of language to information rather than art. Nevertheless, society judges the quality of its schools by language test scores, such as Scholastic Aptitude Tests (S.A.T.) and California Test of Basic Skills (CTBS) tests. Since schools are answerable to the public for the quality of their products, then curricula should reflect an effort to advocate the teaching of language skills.

Because the English vocabulary is seventy percent Graeco/Latin in derivation, and S.A.T. vocabulary is 84 percent likewise, then it follows that a knowledge of Latin roots should serve as a basis and as a security for the individual student to analyze unfamiliar words (Luyster, 1980). Context clues alone have not brought successful vocabulary skills to the target class, nor by extension, to the whole student population.

The problem of vocabulary deficiency existed in the target class of phase three English II, grades 10-12, in which fifty percent of the class scored below the national average in the 1989 CTBS vocabulary test (Appendix A:1-2). According to the district's "Comprehensive Education Plan", 75 percent of students tested should score at the national average on the 1990 CTBS test. Thus a 25 percent discrepancy existed in the desired performance of the class. The problem here

was to increase vocabulary analysis skills so that 75 percent of the target class would score at the national average on the 1990 CTBS test.

This lack of language analysis skill carried over into below average reading comprehension scores as indicated on both the CTBS and the S.A.T. Teacher and parent observation substantiated this lack of language skill. A comparison of the test scores of the target group with those of two other similar classes within the district revealed two-thirds of the sampling below the national average in vocabulary scores (Appendix A:3-4). Cumulative records of the eighteen target students revealed also a history of low grades and frequent absenteeism. The names of five of the students were well-known in the dean's office with respect to discipline referrals from other teachers. Grades in other subjects suffered from lack of language ability as well. Conferences with parents were sparse, disclosing either lack of time and interest on their part, or helplessness as to how to improve the students' grades.

The combination of low scores, lack of academic success, and average phasing resulted in low individual self-concepts. The students did not believe in their own potential, although they often disguised their insecurity through unacceptable behavior. If these students should become privy to a list of commonly used Latin roots and Graeco/Latin allusions to ancient culture, then they might raise their self-esteem through language competence. By breaking the barrier of insecurity, they should have improved somewhat in all their academic subjects.

The range of scholastic achievement scores in a phase three class is greater than the range in other phases. The CTBS vocabulary scores in the target class,

for example, ranged from 74 to 13. The same scores from similar schools in the county ranged from 86 to 8 (Appendix A: 1-4). Just as the indicated ability range is wide, so, too, is the socio-economic background of the students. Their vocabulary deficiency cannot be assessed as arising from any one problem, but from a myriad of sources natural to the human condition and individual reactions. One clique of seven boys in the class had not completed their last two stages of development, according to Piaget's theory. The majority had not reached the analytic level of Bloom's cognitive thinking categories, probably because their language skills were so poor. Maslow might add that these students had not fulfilled their need for approval and recognition, since their behavior often called attention to this need. An observer could easily have surmised that attention to individual learning styles might be the only viable consideration with these students. The range of needs and individual differences are always difficult for a teacher to address, but could probably be handled through the two main goals of this practicum, i.e. the attempt to alleviate vocabulary analysis deficiency by raising the CTBS scores by 25 percent, and to raise individual self-concepts concomitant with language competency.

Concurrent with these problems described above lies the need for a teacher who will take the time to participate with the students in the learning experience. A teacher must understand his role as facilitator by becoming the vital second half of the classroom experience. Too often, phase three students have been dropped in large numbers on unwilling teachers, so that both student and teacher concluded that no learning will take place. Therefore the teacher

would not plan and enact integrated lessons which involved the whole child, did not demand disciplined work from these students, did not develop an atmosphere of trust in class. Many of these particular students did know and articulate in areas of interest, e.g. surfing, construction, cooking, music. What they seemed to need was the connection between their individual worlds and the world of words. All young people want to understand how one idea is connected to another. Language, particularly etymology and syntax, provides that connection. The students responded with curiosity and excitement when they realized that the sportscaster's Superbowl prediction, "threepeat", was a pun on Latin prefixes and root-tre, re, petere- "to seek again three times". At this point of recognition, they knew that they, too, were playing with words, and so the learning game began. Since people play before they cogitate, then varied lesson plans appealing to all brain functions are important. An hypothesis of this practicum was that phase three students needed more fun in their academic world. The notion of "fun" brought up again the validity of using variety in lesson plans. A short survey from the Zaner-Bloser Modality Kit given to the target class revealed that the class was 42 percent auditory, 36 percent visual, and 21 percent kinesthetic in learning preference (Appendix B). These findings supported the claim made by such educators as the Dunns that individual preferences among students in a single class vary so that the teacher must employ different types of learning strategies (1972). It also demonstrated that the target class needed a teacher who could and would tell a good story, explain points clearly, and provide entertainment along with traditional techniques of memorization and worksheet exercises. The information on which learning

modality best suits each individual also cued the teacher on the best approaches to discipline and reward which in turn might increase individual self-esteem.

It appears that the average student does not understand how the English language works. It follows that a person who is not competent in language will suffer from low self-esteem in the academic world and probably in his social world as well. A unit on Latin derivatives in every Junior English class may provide much-needed skill in vocabulary analysis. However, language skill is a long process for which the only sure answer is teaching those skills from first grade through high school. No quick fix exists, but the project for varied strategies in vocabulary analysis skills intended to demonstrate an increase in several vocabulary test scores and in self-concepts, or at least the germination for future modification in the projected areas.

The outcome objectives, upon satisfactory completion of this unit on vocabulary analysis through a study of Latin and Greek derivatives and allusions, were that 75 percent of the students in the target phase three English II class, grades 10-12, would be able to:

1. Score in or above the fiftieth national percentile on the 1990 CTBS vocabulary test.
2. Demonstrate a 25 percent increase in self-esteem resulting from improved vocabulary competency as measured by a self concept survey and as noticeable by recorded teacher observations.
3. Improve their semester grades by one letter on regular classroom assignments in writing, grammar, and literature as recorded on report cards.

4. Become aware of the volume of Graeco/Latin derivatives in English as evidenced by the production of personalized dictionaries containing sentence usage as well as regular entries.
5. Absorb an appreciation of classical allusions in present vocabulary by usage in writing assignments and by creative projects based on classical mythology units.
6. Achieve 80 percent mastery on criteria referenced pre-post test in Latin derivatives.

CHAPTER II

Research and Solution Strategy

Numerous alternative programs exist for including vocabulary and word analysis instruction in the public school curriculum. Each one has its peculiar strengths and weaknesses, but most, if used as intended, would provide strategies for improvement in students' language skills. Most of those examined worked under common handicaps of lack of money, time, material, personnel. Government grants were exceptional in funding. The most effective ones include common characteristics of variety in strategies, etymological content, student involvement in usage, memorization, and provisions for play with words which excites student imagination. Organization of these programs was by correlation curriculum design (Doll, 1986) of ancient language concepts in contemporary design strategies.

Several specialists in the district were consulted concerning this problem of vocabulary deficiency. A Communications instructor from the local community college claimed that foreign students, by virtue of bilingual skills and self-discipline, are the most prepared for college level work. A German teacher from another part of the district explained that in Germany, students were taught Latin in grades five through nine, modern foreign language in grades ten through twelve, accompanied by advanced literature and composition in a chosen language. This long preparation in several languages, according to the

source, solved all grammar and vocabulary problems with the native language and allowed depth in advanced studies of German. Three Latin teachers within the district use strategies based on the Amsco and Barron S.A.T. vocabulary building books. These three teachers believe that language skills can develop according to the theory of language transfer (Shapir, 1921).

Within the field of English teachers, the consensus of opinion seemed to be that reading and vocabulary skills take years to build. An English teacher from a parochial school claimed success in vocabulary improvement from participation in Jerome Shostak's Thirteen Level Vocabulary Program. The success of this vocabulary program lies in its continuity and its use of materials based on Piaget's theory of developmental learning stages. However, in a public school, such regimented program might not be possible in view of length of time needed to ensure success. A fellow English teacher uses Amsco's English for the College Boards as a kind of "crash" course when the students seem exceptionally weak in Advanced Placement courses. This vocabulary unit format treats Graeco/Latin roots, lists, diagnostic and practice tests, and strategy pointers. The program assumes that each learner will learn in the same way and will devote the proper amount of time to the disciplined study of each list. Although well organized, this unit does not provide for the variety which the Dunns demonstrated as a key factor to using pre-planned units (Dunn, 1972). Two other English teachers with classes similar to those of the writer claimed success with worksheets associated with literature and with games or teacher gimmicks (spontaneous play). These last two teachers, along with a local reading specialist, voiced concern with the low self-esteem and the dislike of school

shown by phase three students. The reading specialist actually said that the students first must be willing to work hard at learning, and that this volition occurred only after raising their self-esteem through success and praise.

According to Dr. Lewis Sussman of the University of Florida, several schools across the country have begun to introduce into their curricula a modern approach to the study of Latin, with special attention to word derivation and culture rather than with the traditional emphasis on grammar. These schools are using the study of Latin as a laboratory for experimenting with the structure, etymology, and symbols of language to improve English skills (1980).

One such program was initiated and tested by exposing over 4,000 inner-city students in grades four, five, and six to twenty minutes of Latin per day for one year. This study was conducted in the Philadelphia Public School System under the supervision of Mr. Rudolf Masciantonio, using local teachers and locally developed materials. Included in the written objectives of the program was the extension of English vocabulary through the study of Latin roots, prefixes, and suffixes. At the end of the year the vocabulary subtest of the Iowa Test of Basic Skills was used to compare the scores of the students in the Latin program with those who were not. The Latin group placed on the fifth year, sixth month, or normal; the control group placed a year below normal (Sussman, 1980). Mr. Masciantonio's experiment produced several worthwhile guides for teachers, including one to accompany the Cambridge Latin Course (1976) and the Foreign Language in the Elementary School Program (1977). It is notable that this experiment was a year long required curriculum addition..

Another project developed by the Department of Instruction of the Indianapolis Public Schools under government grant was titled Augmenting Reading Skills Through Language Learning Transfer. Again one group of 284 students studied Latin etymology for one year and the control group studied the normal curriculum. A pre-test on Form H of the Metropolitan Achievement Test showed the groups to be well matched. A criterion referenced test of multiple choice vocabulary questions was given at the start and conclusion of the year's study. The results showed that the Latin group gained 66.25 percent of eighty percent mastery, while the control group gained 3.66 percent of eighty percent mastery. The test demonstrated that students can and do transfer communication skills from one language to another in time, if they are taught the basic material (Sheridan, 1976).

Richard LaFleur, in a study published in the Classical Journal, 77 (1982), revealed that Latin students scored 134 points above the national average in the verbal portion of the Scholastic Aptitude Test, including those students of other languages. Obviously, this would not have happened had their own language not been heavily derived from Latin as has been calculated in the "Jacobson Core list" (Deiderich, 1939; Luyster, 1980). This fact provided a rationale for so many programs to use Latin as a basis for improving word analysis skills, especially since these bases have remained unchanging in a rapidly changing world.

The publication of such practical instructional books as Donald M. Ayers, English Words from Latin and Greek Elements, University of Arizona Press, 1986, offers still another source for teaching "crash" courses to high school graduates who are not equipped to handle the terminology in their various fields

of collegiate studies. Many students who choose to enter fields such as medicine and law have not the basic vocabulary to handle required courses, and so courses have been developed and books written to aid these students. One such course is taught by Dr. Sussman at the University of Florida, as are similar courses at other major universities. These courses stress memorization of lists rather than in-depth vocabulary usage which could have been developed at an earlier age.

In 1980 Brooklyn College instituted the Academic Preparatory Program which used Latin roots as a kind of remediation for students who failed their assessments (Illuzi, 1982). Affluent high school students spend great sums of money to bolster their chances to improve S.A.T. scores because the average-bright students have not been taught either the Latin or the word analysis skills at an early age. The Brooklyn course, the Orlando Kaplan S.A.T. course, and others of that nature attest to our need for improved language curriculum in the secondary schools.

Within the last two decades, this district had experienced a resurgence of Latin in the curriculum (Illuzi, 1982), probably in answer to the decline of the national S.A.T. scores from 1965 verbal score of 473 to the 1981 verbal score of 424. In spite of its apparent success with the students who are enrolled in the subject, the numbers enrolled have been declining in the last four years. Latin is an elective subject, without appeal to a good many people who view it as "useless" or "too hard". As a result, the majority of students do not benefit from its study via the theory of language transfer, unless Latin root study is included in required English classes and even that needs to begin at an early level if it is to

succeed fully. A resultant anomaly has developed in this society of high technology where our schools are producing increasingly illiterate graduates into a society where increasing literacy is needed to sift through the vast amount of information and communication being produced (Naisbitt, 1984). Public concern over the problem of literacy resurfaced with the publication of the 1989 S.A.T. scores, which reached an all time low in the verbal section. Clearly the American school curricula need change, particularly in the language arts.

A worthwhile suggestion from Alvin Toffler in his Future Shock is that curriculum, along with other rapid trends, should be based on change; schools should design curricula based on a common ground of unified, required study of basic skills rather than on subject matter. These skills would enable the student to analyze, classify, evaluate, and create in any field within the rapid change rate of his life (Toffler, 1970). Since all students would learn the same skills, they could interact in diverse situations (Bellack, 1974). The state has attempted to meet this suggestion with mandates for teaching critical thinking skills, but without allowing enough time for the incubation and elaboration period of a child's learning mechanisms. The idea of teaching based on skill development rather than subject matter is not a novel one, but one which has always been structured into even traditional subject teaching. Witness the times one may hear that learning Algebra is good not as an end but as a developer of logic, for example.

The more successful of the strategies researched in this practicum have used variety in their methods. Studies within the twentieth century demonstrate that children learn best when teaching methods address the whole

child rather than just his cognitive functions. Bloom, Kraithwohl, Renzulli, and especially Barbara Clark in her "Integrative Education Model" have shown that whole brain involvement in classroom teaching strategies has solid, scientific bases (Clark, 1988). James Moffatt, in his Student-Centered Language Arts and Reading (1983), presents a complex but convincing argument for teaching vocabulary in an integrated curriculum model. He acknowledges that vocabulary is an integral part of usage in speech, writing, reading, and that strategies should include all these functions natural to vocabulary. These studies in learning psychology indicate that self-esteem can be raised by showing the student that he can use language in a variety of ways and thus become more competent. The successful learning of vocabulary appears to be based on appeal to the cognitive, affective, psychomotor, and intuitive brain functions. Of these domains, the affective, where excitement and interest are generated, is crucial to raising self-esteem of the student, for this in turn produces the volition to try more difficult cognitive necessities in compressed classroom learning.

The rationale of integrated brain function in teaching/learning seems to substantiate the theory of language transfer. This latter theory claims that the volition to express a concept is provided by the language habit, since emotions were originally speechless. Thus the area of concept thinking is handled by transferring forms (vocabulary) when necessary, to syntax, and the more thoroughly the word forms are understood, the easier the transfer (Shapir, 1921). The various projects in Graeco/Latin derivatives and culture studies indicated that when " a positive transfer effect to the mastery of English reading

skills is the primary consideration, Latin is still superior...in positive effect" (LeBovit, pp. 84-85, 1976).

Several reasons for selection of strategies from research seemed valid. First, a variety of lesson plans involving the four domains of learning would improve the students' self concepts crucial to motivation. By appealing to a child's love of ancient, exotic mythology and his love of challenging word-play, units such as those adapted from Marcellaro and Ostrovsky's Verbal Vibes with Latin, "The Labors of Hercules", and similar units would appeal to whole brain functions rather than to traditional cognitive function only. Second, the need for a speedier solution to vocabulary deficiency is present at the secondary level. Therefore the traditional memorization of Latin root, prefix, and suffix lists would enable a faster possibility of success. Third, the strategies of classification and usage as adapted from such publications as Christ's English for the College Boards would strengthen vocabulary usage. Games and student generated writing with target word lists would provide personal pride in achievement and momentum to keep the class readily involved in this project. The production of a personalized dictionary and a creative project should enable intuition and elaboration of the final assimilation of vocabulary. The inclusion of major mythology study from Edith Hamilton's Mythology enabled the students to assimilate the values of the past inherent in today's language by implication or allusion.

Based on the assessed vocabulary needs among students and on the examination of alternative curriculum programs, the twelve week unit on Graeco/Roman derivatives and culture seemed worthwhile. Since a major

percentage of English derives from these ancient cultures, then a knowledge of even the few most common roots and allusions should have accomplished some growth and appreciation in that area. Furthermore, such a unit easily fit into the slot required by State Standards One and Two for English II classes. Since World Literature is the subject matter of English II, and since the influence of ancient writers on present day language and literature is a concept of the course, then the unit on Latinate word study was in accord with course descriptions. As part of a required course rather than an elective, the material would be available to more students. High school Juniors are generally ready to begin considering careers, colleges, and their future, and this maturity causes them to realize the importance of language as a tool.

The cost of implementing such unit was minimal because it could be implemented within the framework of existing curriculum and administrative observation. An abundance of material already existed in the files of the teacher, libraries, and professional organizations such as the American Classical League and the National Council of Teachers of English. The teacher implementing this practicum also enjoys creating units of study and enjoys spontaneous word play with the students. The will of the teacher to use target vocabulary and allusions to include personal references and comments with individual students was free. The cooperation of administration, faculty, and students was freely given.

CHAPTER III

Methodology

The implementation of the practicum project followed the plan described in this chapter. Rationale for selection of content and activities was based on research resulting in assumed propriety of the integrative education model and the theory of language transfer.

Week 1

CONTENT: Diagnostic vocabulary test (Appendix C). Statement of objectives. Vocabulary list of mythical concepts (Appendix D). Greek and Norse creation myths. Discussion of individual learning styles.

ACTIVITIES: Administration of pre-test: Latin roots, criterion referenced. Provide reading material from Edith Hamilton and direct ensuing discussion. Pair peers of students' concepts of different learning styles to produce charts and maps comparing the two cultures' myths. Class shares and evaluates peer charts and maps. Use peer evaluation and grade based on fulfillment of required information.

The Latin roots criterion referenced pre-test used for diagnostic purposes revealed a class mean score of 58.5, a standard deviation of 08.2 in the sample group, and a standard deviation of 7.9 by extension to the phase three population. This test used 95 derivative answers randomly selected from a target root list of eighty commonly used Latin roots, prefixes, and suffixes (Diedrich, 1939; Luyster, 1980). Three students who were subsequently lost in schedule changes were not included in the table, although they did originally take the test. Explanation of practicum project was received by class with

interest, skepticism, and curiosity, kindled by the film, "Clash of the Titans", knowledge of previous individual school records, and teacher reputation, respectively. Although individual reading comprehension scores indicated ability far below grade level, the interest in mythology enabled the students to read the sophisticated Edith Hamilton with adequate comprehension. Very structured discussion and group work were necessary because of immaturity, unacceptable social behavior, lack of elaborative skills, and lack of independence. In regard to learning modalities, the individual students perceived themselves as fifty percent visual learners, forty percent kinesthetic, and ten percent audial in learning styles. Thus their choices of partners in projects produced poorly functioning units, since the comparative creation charts required visualization, listening, drawing, and writing. Some pairs produced excellent maps of the Norse universe, particularly the two with artistically talented students. Peer evaluation showed lack of experience, lack of models by which to judge, and equation of popularity with evaluation.

Week 2

CONTENT: Self-concept survey modified from Piers-Harris (Appendix E:1). Zaner-Bloser Modality survey for individual learning styles. Graeco/Roman deities and associated vocabulary (Appendix F).

ACTIVITIES: Assign to each student a mythical character whose story explains at least one English derivative. Provide research material and suggestions for dress and character interpretation. Individual students then dress appropriately and tell their deities' stories to class, in first person. Direct

review, using board lists and narrative dramatizations, and short quiz based on derived allusions follows. Questions apply to both the deity and the student.

The self-concept survey proved a questionable choice of tools because the students were unrealistic in their views of themselves. They had almost all been in phase three classes throughout their school years, their social and academic mores limited. They did not know themselves well enough to be honest nor to delve into the implications of the questions on the survey. Thus the difference shown later on the post-survey was encouraging. The Zaner-Blosner Modality survey surprised the students in that it revealed only 21 percent to be kinesthetic learners, 36 percent visual, and 42 percent audial, which supported a previous assumption that the students need clear explanations and entertaining narratives from the teacher. The role-playing assignments were performed enthusiastically and even more significant, were related to personal interests by the students themselves. At this point the students began to realize that vocabulary usage could be both personalized and practical even if based on a magical and ancient etymology. All students passed the short oral quiz on mythical allusions.

Week 3

CONTENT: Greek heroes, characteristics. "Our Mythical Heritage: Labors of Hercules" unit (Appendix G).

ACTIVITIES: Fully described in Appendix. Model includes all domains of brain function.

"Labors of Hercules Unit" generated much cooperation, curiosity, and elaboration. The class had begun to function as a group with a common interest.

Notable were oral, casual references to words and phrases learned as part of the unit.

Week 4

CONTENT: "Labors of Hercules" continues.

ACTIVITIES: Unit culminates as specified in Appendix G.

All students handed in work sheets on time and complete. Group assignment choices included one panel discussion on a comparison of Hercules with the story of "Jason and the Argonauts", several interviews, and many "what if" situations. Students were quite complimentary but more mature in their oral evaluation of each other's groups. Although the extra credit offering of creative projects was well received, only two-thirds of the class actually produced by the assigned time. Reasons given were forgetfulness, work interference, and two severe personal problems dealing with drugs and an industrial accident. Students persuaded teacher to repeat the same kind of offer later in another unit.

Week 5

CONTENT: Films: "Greek Myths", "Odyssey". Trojan War and vocabulary associated with major characters and events.

ACTIVITIES: Lecture and narration on Trojan War and its accounts from Homer and Vergil, while students take notes and view films. Assign reading of Hamilton's stories from Odyssey. Students present oral, illustrated account of each incident. Multiple choice and matching test on contents and associated vocabulary. Administrative observance.

Content was modified in that the actual reading of Homer's Odyssey, even Rouse's translation, proved too difficult for student reading level, and summaries from Edith Hamilton were read instead. Hamilton's account of the Trojan War and the burning of the city were also used, but the teacher's narration, with student note-taking, proved most successful in explaining chronology. Content test grades represented a normal curve.

Week 6

CONTENTS: Influence of ancient language on English. Rules of etymology, syllabification, dictionary usage. Issuance of target Latin root, prefix, suffix list (Appendix H).

ACTIVITIES: Guide pronunciation and usage practice. Instruct students to memorize ten roots per night for next two weeks. Daily dictionary work to research six-ten derivatives per root. Daily quizzes compiled into one test grade. Guide oral usage by students during role call. Administrative observance.

Administrator who observed previous week asked to return this week because she wanted to see how this particular group responded to traditional etymology studies. She expressed surprise at apparent class enthusiasm and motivation. Students willingly attacked the memorization of ten roots per night and performed well on daily quizzes and reviews. Most students listed six derivatives per root, understanding that they were not allowed form variations on a single word. Administrator commented on improvement of self-discipline among students from previous contact in deans' disciplinary actions.

Week 7

CONTENTS: Continuance of work with target list.

ACTIVITIES: Students continue as in previous week. Work ends with small group production of word charts or trees pertaining to specialized fields, e.g. sports, medicine, fine arts. Facilitate group and individual products and learning.

Before attempting group work on word trees and/or charts, it had become necessary to conduct a lesson in structured group activities. Use of Mitchell and Tchudi's suggestions for odd numbered groups, students interviewing each other within the group, selection of group "reviewer", group scribe, and postwriting collaboration worked well (Mitchell and Tchudi, pp.270-277). Word trees and chart productions were ordinary, but neatly accomplished for this particular class.

Week 8

CONTENTS: Personalized dictionary assignments (long range). Strategies for testing with synonyms, antonyms, analogies.

ACTIVITIES: Direct and exemplify students to classify target derivatives and produce personalized dictionaries composed of eight sections pertaining to their own lives. Each section contained ten derivatives used in sentences about self. Class time divided between dictionary work and testing strategies as mentioned above. Check and advise through individual conferences and routine class checks.

Daily classwork and conferences revealed a need for lessons in sentence structure and the use of parts of speech as parts of sentence. The MacMillan "English II" text chapter on parts of the sentence proved helpful in distinguishing subject/object/verb usage.

Week 9

CONTENTS: Greek tragedy, Oedipus Rex, associated terms and vocabulary.

ACTIVITIES: Student role reading of Sophocles' drama. Student generated discussion guided by teacher. Essay test, with encouragement by teacher to use literary terms and associated vocabulary.

Students had no previous conception of structure and themes of Greek tragedy. The drama moved them deeply and led to questions on psychological term, "Oedipus complex", destiny, and other major themes of World Literature. Essays showed increased depth in understanding associated vocabulary terms.

Week 10

CONTENTS: Signs of Zodiac unit (Appendix I:1-2). Illustration and collection of personalized dictionaries.

ACTIVITIES: Narrate myths and stories about Zodiac signs; students take notes. Finish all activities contained in unit. Provide art materials for designing covers for finished personalized dictionaries. Collect final products after student sharing and comments on peer work. Administrative observance.

Final compilation, horoscope writing, and illustration of personalized dictionaries led to extended story-telling on teacher's part, involving myths attached to zodiac signs. Students exhibited much interest in each other's dictionaries. All students completed this project and received high marks. Administrator wished to peruse dictionaries as well.

Week 11

CONTENTS: Review of target root list. Multiple choice test requiring manipulation of word analysis rules. Group quizzes on mythical allusions.

ACTIVITIES: Administer Amsco's Review of Derivation and Word Study criterion referenced test after conducting review. Student groups develop and exchange quizzes based on ancient world derivations. Provide help as needed for groups

Reviews of target root list were conducted orally, by short written quizzes, and by group developed quizzes. At this point the individual student had developed a vocabulary of 480 words based on the target list of Latin roots, as well as an understanding of the analysis of prefix and suffix. The group who used the word "metamorphosis" initiated a teacher led discussion on change as a major theme in World Literature, and consequently to an unscheduled assignment of short metamorphosis myths, e.g. "Ceyx and Halcyone", for pair presentations as a prelude to Franz Kafka's Metamorphosis. The latter is a state required selection for reading.

The criterion referenced post test scores showed a class mean increase from 58.5 to 92.7 percent. The students were expected to master a high percentage of these tested skills because the content was the heart of the practicum project.

Week 12

CONTENTS: Post project self-survey. Student essay for assessing project. Discussion of major themes in literature as vocabulary for transfer to modern literature, e.g. "quest", "fate". Addition of "Metamorphosis Theme Unit".

ACTIVITIES: Pair presentations of short metamorphosis myths taken from Edith Hamilton's Mythology were given orally and illustrated by a creative project. Remainder of week devoted to reading, discussion, and composition

relating Franz Kafka's Metamorphosis to the concept of and allusions to change in both ancient and modern psychological literature.

The addition of the previously assigned short metamorphosis myths, including creative illustrations, moved the time schedule behind by three days. In terms of creativity and interest, the shift appeared worthwhile because this time all students wanted to create a project. The projects, as before, were rated by Torrance's criteria of fluency, flexibility, elaboration, and originality (Appendix J). Scores ranged from ten to fifteen for the nine projects. When reading assignment schedule for Kafka was given, students were ready and willing to read rather than unwilling as had been the case at the year's beginning.

Week 13

CONTENTS: Post practicum self-survey (Appendix E:1). Student essay on evaluation of worth of vocabulary studies based on Latin derivatives. School wide administration of CTBS tests. Activities self-evident.

Week 14

CONTENTS: Reception of CTBS scores.

ACTIVITIES: Tabulation and comparison of all data from tests and surveys. Studies of all interviews, references, logs, and data from various sources. Evaluation and writing of final practicum results.

During the implementation of this practicum project, it became clear that more time would have produced results of more depth and permanence. It also became clear that this particular class had not been aware of much variety in teaching/learning style, and did not realize that a class could be both

disciplined and entertaining. As one student said, "We're used to work sheets and reading magazines in class." The enthusiasm generated led to more ideas and revealed unlimited expansion potential in that link between the ancient world and the future which is the present imagination of the student's mind.

Few problems presented themselves with resources. The one obstacle was the lack of student experience in creativity and self-discipline. The first aspect of the problem was resolved by bringing into class some of the Latin students who were preparing projects for competition, and having them explain their inspiration, choice of medium and technique, elaboration, and resources. The second aspect of this obstacle was resolved by close attention to individual students and by strict enforcement of all requirements. A minor problem might have occurred had the teacher not already bought a class set of Edith Hamilton's Mythology with monies from another source (Advanced Placement Vergil). However, many other mythology books were available from libraries, English supply rooms, and book stores.

The transience of the phase three population is one of its most frustrating characteristics. In the course of the implementation of the practicum, five students were moved: one expelled for drug charges; one absent four weeks from an industrial accident and loss of finger; two down-phased and replaced by two schedule changes; one dropout replaced by new student. The first and last could not be used in pre-post CTBS test comparisons; one of the down-phased student's CTBS records could not be found from previous year. As discussed before, the phase three population is so varied that it becomes almost nonphased in its wide range of abilities, problems, and other qualities. The comparison of CTBS and

self-concept surveys previous to the implementation of this practicum bears out these difficulties as common to other schools and classes within the district. The sampling, therefore, was considered still valid even though the target population shifted a bit. The target group as valid sample was further verified by comparing its F-ratio with that of a similar class, and finding them alike.

The implementation period was extended an extra week due to the spontaneous inclusion of the Metamorphosis Unit, a concept inherent in the course and one which the students wanted to serve as a final demonstration of their newly developed ability to connect ancient allusions and language to present usage. The success of that particular unit suggests it as an appropriate inclusion in future programs.

The post-practicum self-survey did reveal a nine point increase in ideal answers reflecting higher self-esteem. Given as a pre-practicum survey to both target class and a similar class within the school district, it validated the sampling of the target class within a 3.4 point difference. The target students seemed earlier to have unreal self-images and expectations due to lack of experience arising from the phasing system itself. Further information on self-esteem seemed in order, and that was obtained by logging completion of class assignments, dean's referrals, class participation, schedule choices, and essays. Since daily assignments and participation compose one-third of final grades, then seven students improved their grades by one letter, seven showed no change in grade, and four students lost a letter grade, revealing a tendency toward self-credibility. Dean's referrals for unacceptable behavior dropped from five suspensions to four tardy referrals. The behavior and attitude improvement

was greatly noted by the administrative observer. A couple of unexpected revelations of improved self-esteem appeared when one third of the target class signed up for Latin I for their next school year, and again when the entire class sent acceptably written sympathy notes to the teacher on a family death. These anecdotal data seem more demonstrative of a rise in self-esteem than did the self-survey data. Professional educators do not agree among themselves whether self-esteem is measurable, and that disagreement supports the inclusion of observation of behavior changes as a measure of self-esteem.

Systematic short quizzes on the memorization of Latin roots, prefixes, and suffixes (ten per day) proved invaluable for ensuring the knowledge of base material. Teacher-led discussions at the beginning of the implementation, and again during conceptual difficulties, provided examples for developing group work. Teacher/group conferences proved effective in revealing the need for added lessons in group conduct and in sentence structure for both group and individual writing assignments. Short content quizzes and discussions of the literature (other than Hamilton) revealed the need to include more oral reading and definite discussions of literature and literary devices. Individual student word usage, for example, during role call, served to monitor progress and to inspire trying out new vocabulary words as well.

The use of the CTBS vocabulary test scores as a measurement of the success of the unit did not reveal a significant improvement. The NP score difference of .4 did not mean that the students could not have improved their scores had this kind of program been a part of their curriculum over a period of several years. In fact, if they could learn an average of 460 words, or eighty Latin roots, in

twelve weeks, then they should learn thousands of words and roots over several years of study. Since the teacher never sees the CTBS test of the grade she teaches, then whether or not Latin derived words appear on the test is a moot question even if English is seventy percent Graeco/Latin.

Threats to the internal validity of experimenting with phase three students are numerous because of the very definition of "phase three" as was stated in previous chapters. This phase covers a fifty point range difference in CTBS national percentiles, while other phases cover 25 or fewer, therefore a greater chance of differential selection ("birds of a feather..."), outside contamination, statistical regression, and experiential mortality. These same threats may lead one to assume that nothing happens positively from the intervention, even though positive results can be observed and measured in terms other than CTBS scores. Even more positive effects might appear if phase three students were subdivided into two or more groups so that the teacher could pay more attention to teaching/learning style as well as to rigor of subject or skills.

Language arts is a cumulative study. If this particular practicum project could be integrated into the English curriculum at an early age and could continue throughout elementary, junior, and senior high school level, then results would probably be notable. The notion of improving vocabulary analysis skills through Latin derivatives studies would be much more realistic since vocabulary is just one component of language and just one category of the basic skills test range.

CHAPTER IV

Results

Evaluation of results by data collected from a comparison of 1989 CTBS vocabulary scores with those of the 1990 CTBS scores of the target class reveal a mean difference of minus .6 and a standard deviation difference of one, as shown in Table 1.

Table 1

1989 and 1990 CTBS Scores for Phase Three Students of Target Class

Student #	1989 Score	1990 Score	+ or -	Use for sign test *d*	Use for Wilcoxon T *rd*
1	65	75	+	10	10.5
2	31	39	+	8	7
3	57	44	-	13	11
4	52	47	-	5	4
5	45	60	+	15	12
6	16	32	+	16	13
7	55	44	-	11	10
8	45	23	-	22	14.5
9	38	8	-	30	16
10	43	50	+	7	5.5
11	60	50	-	10	8.5
12	74	75	+	1	1
13	67	65	-	2	2
14	13	35	+	22	14.5
15	48	44	-	4	3
16	52	52	0	0	omit
17	55	62	+	7	5.5

AVERAGE	AVERAGE	T=74.5
48	47.4	N=16
ST. DV. SAMP 16.5	ST. DV. SAMP 17.5	Not within W. T. Table
ST. DV. POP. 16.0	ST. DV. POP. 16.9	No Significance

scores of a similar phase three class within the district were subjected to the Wilcoxon Matched-Pairs Signed-Ranks Test, shown below in Table 2.

Table 2

1989 and 1990 CTBS Scores for Phase Three Students at School B

Student #	1989 Score	1990 Score	+ or -	Use for sign test d	Use for Wilcoxon T rd
1	86	83	-	3	2.5
2	48	47	-	1	1
3	45	28	-	17	9
4	48	62	+	14	6
5	13	58	+	45	12.5
6	70	23	-	47	14
7	80	62	-	18	10
8	33	39	+	6	4
9	45	60	+	15	7.5
10	82	73	-	9	5
11	8	60	+	52	15
12	57	83	+	26	11
13	57	60	+	3	2.5
14	70	8	-	62	16
15	38	23	-	15	7.5
16	43	88	+	45	12.5
	AVERAGE 51.4	AVERAGE 53.6		T=56 More significant than .01 (T Tab)	N=17
	ST. DV. SAMP. 22.7	ST. DV. SAMP. 23.7		ST. DV. POP. 22.0	ST. DV. POP 23.0

Neither class showed a significant difference in score although the target class had received the practicum implementation and the other class unknown, but probably regular, curriculum treatment. As in Figure 2, both classes along

with a third, had previously been tested by the F-ratio to determine their similarities.

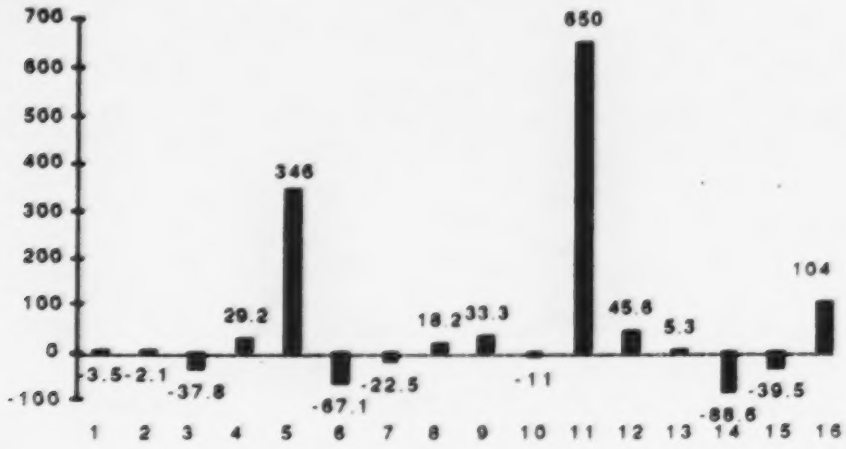

Figure 2

School B 89/90 Score Percentile Variance

The F-ratio showed that they were comparable, as in Figure 3 below. This insignificance in CTBS score change may reflect ten previous years of lack of language preparation, intervening variables, lack of time, or simply the definition of "average".

SOURCE VARIATION	SUM OF SQUARES	DEGREES OF FREEDOM	MEAN SQUARE	F
BETWEEN GROUPS	180	2	90	.236
WITHIN GROUPS	16403	43	381	
TOTAL	16583	45		

Figure 3

Target Class, School B and School C

In Table 3, the student self-concept survey, given as simply a sampling validifier previous to practicum implementation, to both target class and to the same other class within the district, showed an average of 66.4 in the target class, and of 71.5 in the similar class. The target class revealed 5.5 points lower in self-esteem.

Table 3

Students' Self-concept in Vocabulary Competence Survey

	TARGET CLASS					SCHOOL B	
Number	Pre % Ideal	Post % Ideal	Pre No. Ideal	Post No. Ideal	% Change	No. Ideal	% Ideal
1	64.7	72.2	11	13	11.6	10	62.5
2	100.0	88.9	17	16	-11.1	11	68.8
3	58.8	72.2	10	13	22.8	12	75.0
4	76.5	72.2	13	13	-5.6	10	62.5
5	82.4	77.8	14	14	-5.6	9	56.3
6	76.5	38.9	13	7	-49.1	10	62.5
7	35.3	50.0	6	9	41.7	8	50.0
8	52.9	55.6	9	10	4.9	8	50.0
9	94.1	77.8	16	14	-17.4	16	100.0
10	94.1	77.8	16	14	-17.4	12	75.0
11	29.4	88.9	5	16	202.2	9	56.3
12	76.5	88.9	13	16	16.2	12	75.0
13	88.2	77.8	15	14	-11.9	12	75.0
14	23.5	88.9	4	16	277.8	11	68.8
15	23.5	88.9	4	16	277.8	14	87.5
16	11.8	55.6	2	10	372.2	8	50.0

Table 3 (continued)

Number	TARGET CLASS Pre % Ideal	Post % Ideal	Pre No. Ideal	Post No. Ideal	% Change	SCHOOL B No. Ideal	% Ideal
17	52.9	72.2	9	13	36.4	10	62.5
18	52.9	94.4	9	17	78.4	13	81.3
19	82.4	100.0	14	18	21.4	14	87.5
20	94.1	88.9	16	16	-5.6	15	93.8
21	41.2	55.6	7	10	34.9	5	31.3
22	64.7	22.2	11	4	-65.7	12	75.0
23	94.1	100.0	16	18	6.3	16	100.0
24	94.1	100.0	16	18	6.3	15	93.8
25	94.1	77.8	16	14	-17.4	14	87.5
	AVE 66.4	AVE 75.3	PT INC 9.0	F-Ratio 0.071	AVE % 48.2		AVE 71.5

In the post practicum self-concept survey given to the target class only as a measure of intervention effectiveness, the students had raised their self-esteem by nine points or 48 percent. The survey was given anonymously, that is, no student names appeared on the form; therefore only answers were measured against an ideal. The self-concept growth objective of 25 percent or better was met.

Not all of the students evidenced improvement on semester report card grades as had been sought in objective three. Seven students improved their grades by one letter, seven showed no grade change, and four regressed by a letter grade. Of these last four, two were the students involved in drug expulsion and accidental loss of limb, and these two had been well motivated students before the in tion of personal problems. These grades reflect a 39 percent increase, w. e 78 percent maintained or increased their grades, and 22 percent dropped a lett. grade.

All students produced personalized dictionaries containing eighty of their assigned derivatives used in sentences as well as in the essay assignment of personal horoscopes. The sentence usage required much revision and extra lessons on sentence structure, revealing that the usage of language, syntax, and grammar had not been sufficiently drilled in their past school years. The ordinary categories into which the dictionary chapters were classified-social life, likes, dislikes, appearances, sports, etc.-appeared to enhance the students' awareness of the volume of Graeco/Latin derivatives in the daily usage of the English language.

The creative projects produced by students did reveal an absorption and assimilation of classical allusions in present day vocabulary and literature. The projects were measured by teacher/student consensus on Torrance's criteria. The variety of projects was wide; Table 4 shows scores ranged from ten through fifteen, with sixteen being a perfect score.

Table 4

Results of Creative Projects: Torrance's Criteria

Student #	Project	Fluen.	Flex.	Elab.	Orig.	Total
1	Video: Hercules	3	2	2	4	11
2						
3	Video: Procne and	4	4	3	4	15
4	Philomela					
5	Drawing: Echo and	2	2	3	3	10
6	Narcissus					
7	Puppet Parody:	3	4	3	4	14
8	Hercules					

Table 4 (continued)

Student #	Project	Fluen.	Flex.	Elab.	Orig.	Total
9	Shadow Box: Baucis	3	2	2	3	10
10	Philemon					
11	Play Dough Scene:	2	3	3	2	10
12	Hercules					
13	Paper Collage:	3	3	3	2	11
14	Niobe					
15	Cartoon: Minerva	4	3	3	4	14
16	Arachne					
17	Model-Wood, Stone,	2	3	4	4	13
18	etc.: Hercules in Hades					
AVERAGE		3.3	3.3	3.3	3.3	13.5

The teacher-developed Latin derivatives test was given both pre and post practicum intervention. The class mean rose from 58.5 to 92.7, as might be expected in a criterion referenced test, as shown in Table 5.

Table 5

Latin Roots Criterion Reference Test Results: Target Class
Amsco's Review of Derivation and Word Study

Student #	Pre-test Score	Post -test Score	+ or -	Use for sign test *d*	Use for Wilcoxon T *rd*
1	53	96	+	43	12.5
2	55	98	+	43	12.5
3	60	92	+	32	6.5
4	47	97	+	47	15.0
5	60	87	+	27	2.5
6	56	96	+	40	11.0
7	64	99	+	35	9.0
8	68	98	+	30	4.0
9	56	89	+	33	8.0
10	54	90	+	36	10.0
11	40	84	+	44	14..0

Table 5 (continued)

Student #	Pre-test Score	Post -test Score	+ or -	Use for sign test *d*	Use for Wilcoxon T *rd*
12	66	98	+	32	6.5
13	64	78	+	14	1.0
14	71	98	+	27	2.5
15	63	94	+	31	5.0
	AVERAGE 58.5	AVERAGE 92.7		T=0, N=15 More significant than .01 (t Tab.)	

ST. DV. POP.	ST. DV. POP.	ST. DV. SAMP.	ST. DV. SAMP.
07.9	05.9	0.82	0.61

In addition to this particular test, the students mastered memorization of ninety percent of the eighty root word list also. Such scores probably indicate that if such unit of study were taught for several years consecutively, then the students would show a notable increase in vocabulary. These locally and commonly developed tests could also indicate that these students appreciate and understand a little of the labor involved in learning specific materials, and that they are thus willing to learn common vocabulary strategies of antonyms, synonyms, analogies, memorizations, etc., as long as they are offered varied activities appropriate to the four or five major domains of learning.

In meeting four out of the six stated objectives, the educator might learn several worthwhile ideas. First, that the level of self-esteem per individual student rises with his communication competence, and that as motivation to tackle difficult tasks, it is worth strong effort on the part of the teacher to attempt to increase. Second, to extract the maximum learning from the

classroom situation, variation in learning styles is a "sine qua non" because students are willing to exchange labor for fun and personal pride. Third, appreciation and absorption of culture as expressed in creative lesson plans and student projects evaluate the ultimate assimilation of the subject, concept, or skill. Fourth, one cannot reasonably expect to teach in twelve weeks that which has not been taught in ten years, but can expect mastery of parts rather than whole language usage. Fifth, phase three students are a mixed bag, but should not be taught down to; rather, they should be taught to pursue excellence as should all students. Sixth, the lore and language of the ancient world is as alive today as it has been for more than three thousand years, and still exerts fascination on young minds. The study of Graeco/Latin derivatives did yield demonstration of increased vocabulary and literary comprehension, when measured by several instruments. Of even greater significance, the practicum implementation, with full knowledge of teacher and students, became a change agent in student motivation.

CHAPTER V

Recommendations

The practicum did alleviate some of the problems of low self-esteem and motivation, narrow vocabulary and knowledge of literary allusions in the target class, and by implication could do so for a large student population. The research revealed much success in using Graeco/Latin studies to increase language skills in similar projects. The recommendation would follow that students in the lower grades, at the very least, junior high, be offered courses or curriculum which includes Graeco/Latin derivative studies in their English classes, or that they offer Latin as an elective course. The school system might even consider Latin as a required subject for all freshmen or sophomores, as have many Baltimore secondary schools, according to Dr. Philip T. Heesen of Millersville University, Pennsylvania (1983). Another variation might be a semester course offering in derivative studies as an elective in secondary schools.

If the emphasis on derivative studies were included in English classes, good resources are available, and all the district Latin teachers are familiar with them. Resources include Amsco, Barron's S.A.T., Shostak, and those other authors listed in the research section. In-service education between teachers of Latin and of English might be a fruitful source of ideas in this area.

If the emphasis were included through foreign language studies, then extra scheduling, extra or itinerate teachers would have to be arranged to

accommodate foreign language learning in the lower grades where the students are developmentally better equipped to learn language anyway. One recommendation is to begin here at the foundations of learning with a varied and entertaining but rigorous language curriculum.

Several summer institutes for certification in Latin studies are now being offered. These are available through the American Classical League and its many subsidiaries, such as Teachers of Elementary Classics, and the Vergilian Society. Brochures on these institutes should be made available to both foreign language and English teachers.

The school district's time and money would be well spent on instituting more language studies at lower levels, continuing over a longer time period, and yielding in the long run higher quality language education, higher test scores, and a reputation for courageous innovation.

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APPENDICES

APPENDIX A

1989 CTBS SCORES WITH COMPARATIVE GRAPHS

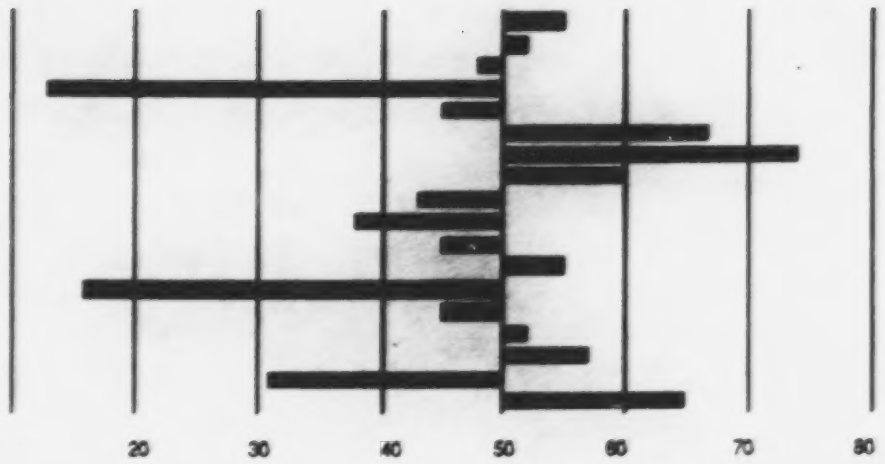
APPENDIX A

A Comparison of 1989 CTBS Scores

School X: Target Class	School B	School C
65	86	26
31	48	36
57	45	48
52	48	82
45	13	18
16	70	67
55	80	40
45	33	67
38	45	43
43	82	21
60	8	52
74	57	55
67	57	52
45	70	
13	38	
48	43	
52		
55		
AVERAGE 47.8	AVERAGE 51.4	AVERAGE 46.7

APPENDIX A:2

1989 CTBS Percentile Scores for Target School



Mean Score Below 50 NP: 36.0.
Mean Score Above 50 NP: 53.6.

APPENDIX D

VOCABULARY: ANCIENT WORLD

1. mythology
2. monotheism
3. polytheism
4. pantheism
5. incarnation
6. cult
7. metamorphosis
8. homeopathic magic
9. charm
10. taboo
11. icon
12. resurrection
13. hubris
14. nemesis
15. mortality
16. numen
17. mesopotamos
18. intercession
19. sacrifice
20. ritual
21. deity
22. retribution
23. ethics
24. anthropomorphic
25. genesis
26. archetype
27. doting
28. precocious
29. coquette
30. philandering
31. spinster
32. insurrectionist
33. aegis
34. Scylla and Charybdis
35. hydra-headed
36. chimerical
37. Amazon
38. aphrodisiac
39. erotic
40. cupidity
41. herm
42. junoesque
43. martial
44. mercurial
45. odyssey
46. panic
47. plutonian
48. siren
49. uranium
50. vulcanize
51. zephyr
52. aeolian
53. bacchanalian
54. saturnalian
55. Olympian detachment
56. to pile Ossa on Pelian
57. to mount Pegasus
58. to sow dragon's teeth
59. _____naut
60. mosaic
61. museum
62. music
63. Athenaeum
64. Herculean
65. grace
66. tantalize
67. hero
68. jovial
69. iridescent
70. epigram

SATIRE

1. fable
2. hyperbole
3. caricature
4. parody
5. farce
6. reductio ad absurdiam
7. understatement
8. Juvenalian
9. Horation
10. satyr

TRAGEDY

1. comedy
2. tragedy
3. prologue
4. episode
5. exodos
6. chorus
7. parados
8. stasimon
9. theatron
10. skene
11. proscenium
12. deus ex machina
13. interlude
14. fatal flaw (harmartia)
15. dramatic irony
16. verbal irony
17. catharsis
18. prosperity
19. satiety
20. moderation
21. excess
22. acceptance
23. exposition
24. soliloquy
25. supplicant
26. reversal
27. profane
28. expatriate
29. pristine
30. three unities

APPENDIX E

STUDENTS' SELF-CONCEPT SURVEY

APPENDIX E

STUDENTS' SELF-CONCEPT IN VOCABULARY COMPETENCE

PERIOD_____ DATE_____

GRADE_____ COURSE _____PHASE_____

SCHOOL _____

The following statements may describe how some students feel about their competence in respect to vocabulary and self image. There are no right or wrong answers, just those which describe how you mostly do or don't feel about yourself and your ability to use words. Please answer all questions.

Measure		Ideal Answer
1.	I generally like my English Class	Yes
2.	My classmates respect me.	Yes
3.	I usually understand the literature.	Yes
4.	I am nervous when I have to read or write.	No
5.	My ideas are appreciated by the teacher.	Yes
6.	My oral work is clear and easy.	Yes
7.	I daydream very often in class.	Yes
8.	My homework study is neglected.	No
9.	Most English work is too difficult for me.	No
10.	I am embarrassed when I don't know a word.	No
11.	I am curious about new words.	Yes
12.	I behave well in class.	Yes
13.	If I don't understand my assignment in English.	No
14.	I am proud when I achieve new word skills.	Yes
15.	Most classroom language just confuses me.	No
16.	I frequently volunteer answers.	Yes
17.	I forget most of what I learn in class.	No
18.	I squabble with my classmates and teacher.	No
19.	My teacher seems bored with this class.	No
20.	I am disappointed when I receive bad grades.	Yes
21.	I like specific, traditional vocabulary assignments.	Yes
22.	I prefer to learn vocabulary in a variety of ways.	Yes
23.	I enjoy hearing a good story.	Yes
24.	I am dumb about most things.	No
25.	I know how to solve many of my academic problems.	Yes

APPENDIX F

LESSON PLAN: MYTHOLOGICAL ALLUSIONS

APPENDIX F

LESSON PLAN: MYTHOLOGICAL ALLUSIONS
PHYSICAL DOMAIN

List of Mythological Allusive Words

1.	Jovial	16.	Vulcanization
2.	Junoesque	17.	Odyssey
3.	Cereal	18.	(to mount) Pegasus
4.	Mercurial	19.	Janitor
5.	Athenaeum	20.	Adonis
6.	Panic	21.	(poet) Laureate
7.	Psychic	22.	Plutonic
8.	Aphrodisiac	23.	Chronology
9.	Martial	24.	Saturnine
10.	Museum	25.	Bacchic
11.	(to pile) "Ossa on Pelion"	26.	Protean
12.	Hydra-headed problem	27.	Zephyr
13.	Labyrinth	28.	Boreal
14.	Daedalian Society	29.	Aeolian
15.	Titanic	30.	Narcissism

*Many others may be added as the teacher wishes.

Objective: To become aware of verbal qualities of mythical allusions in speech and literature by physical enactment.

Method: Assign to each student, allowing him to choose his interest, a mythological character whose story explains the English derivative. Have the student dress appropriately and tell his story to the class in first person, emphasizing the characteristic defining the English derivative. After the presentations have been completed, a day of discussion and review may be followed by a short matching or fill-in the blank quiz.

Quiz: Mythical Allusions - Vocabulary

I. Match the vocabulary word with its reference.

1.	of queenly, godlike stature and carriage	a.	Father Time
2.	a gathering of wise scholars or experts symposium	b.	panic
3.	to attempt that which should not and cannot be done	c.	Narcissism
4.	an exceptionally handsome man	d.	Junoesque
5.	sudden, unreasoning fear, especially felt in isolated places	e.	Martial
6.	changeable	f.	Athenaeum
7.	extremely self-centered	g.	janitor
8.	referring to war	h.	Mercurial
9.	originally a doorkeeper; custodian	i.	Pile Ossa on Pelion
10.	fickle	j.	Adonis

II. Match the English derivative with description of the deity.

1.	Aeolian	a.	Father Time
2.	Jovial	b.	God of Underworld and Mineral Wealth
3.	Zephyr	c.	King of Winds
4.	labyrinth	d.	Metalsmith god of Forge
5.	Plutonic	e.	Where Theseus killed the Minotaur
6.	Pegasus	f.	King of all gods and men
7.	Hydra-headed	g.	Magic, flying horse
8.	Cereal	h.	West wind
9.	chronology	i.	Goddess of Agriculture
10.	vulcanization	j.	Hercules seared it rejuvenating necks

III. From the list below, select the best one to complete each sentence.

1. The higher altitudes are subject to severe _____activity.
2. Her behavior is indicative of a _____disorder.
3. The _____ membership is open to retired test pilots.
4. His _____ temperament depressed us all.
5. England awards her greatest poets with the title _____.

a.	Plutonic	e.	Laureate
b.	Bacchic	f.	Daedallian
c.	Saturnine	g.	Boreal
d.	Psychic	h.	Odyssey

APPENDIX G

UNIT OF STUDY: OUR MYTHOLOGICAL HERITAGE

APPENDIX G

UNIT OF STUDY
OUR MYTHOLOGICAL HERITAGE

Topic: The influence of Graeco-Roman mythology in the arts and in language of metaphor and allusion.

Suggested Grade Level: 10 - 12, but may be adapted

Approximate Time Required: one week, but very flexible

Unit Summary

Based on the Integrative Education Model, this unit intends to increase vocabulary skills and to enhance appreciation of word association through study of mythical allusions and their origins. Activities are designed to address the five domains and to accommodate various individual learning styles.

Learning Objectives: see individual plans.

Materials/Resources:

1. a class set of good dictionaries
2. a class set of mythology books such as:

   Hamilton, Edith, Mythology

   Herzberg, Max J. , Myths and Their Meaning

   Rose, H. J., Handbook of Greek Mythology

   Gayley, Charles M. , Classic Myths
3. various other mythologies for supplementary research
4. map of the ancient world, e.g. National Geographic's maps of the real and mythical world of antiquity
5. various materials as required by activity

Implementation Overview

This particular unit focuses on myths related to the celebrated Greek hero, Hercules. Any other major myth or groups of myths could fit into the same structure if the class so desires.

The first day the teacher provides mythology books and asks the students to read the section on Hercules. The students should be encouraged to list and begin to learn the 12 labors and all important characters and events. A class discussion will follow, with the teacher facilitating student discussion. This particular discussion is to ensure that students have understood the reading and to provide listeners for any burning observations they wish to make.

The second day's activity will address the affective domain. Students will form small groups, select one or two labors, and present them in tableau forms to the class, who will identify each.

The third day will address the cognitive domain. The students will be given a word list of English words derived on Latin/Greek roots associated with the myth of Hercules. They will use dictionaries to trace the etymology of the base word and record that information as well as its reference to the myth of Hercules.

The fourth and fifth day's activities will address all domains in using group discussion and/or presentations. The assignment will be made and groups given class time to research, organize, and prepare their presentations, which will start about two-thirds through the fourth day and continue into the fifth day. These groups will select from a list of activities prepared by the teacher, or they may develop their own as long as it demonstrates the influence

of mythology in the fine or liberal arts or language today. The fifth day will end with a short matching quiz.

Last, the students will be asked to produce an original illustration of a mythical allusion which interests them. This product will be displayed in class and in two weeks a day will be given to the student for showing and explaining the product. Some examples of student creations include:

--Apollo's lyre (made from walnut and a real tortoise shell)

--a hand made pop-up box of the 12 labors

--papier mache dolls of baby Hercules and the snakes

--a poem describing the Lernian swamp and hydra

--ceramic plate and cup with painted Antaeus and Prometheus

Method of Evaluation

Teacher grading may be recorded from the two work sheets on words.

Student/peer evaluation sheets should be given and recorded for the two oral or dramatized productions.

A discussion of the quality of the product should determine evaluation of the final intuitive activity.

At the end of the unit, the teacher should ask the students to write an assessment of the worth of the unit and to include examples it its pertinence to their own experience.

Lesson Plan: The Labors of Hercules

Purpose:

Cognitive: To improve reading comprehension and memory retention by discussion, analysis, and recollection of facts and events from the story.

Physical/Sensing: To exercise listening and note-taking skills in group discussion.

Intuitive: To use integrated thinking in comparison and analysis of story.

Affective: To encourage verbal expression of reaction and feelings toward characters and events of story.

Time Involved: 15-20 minutes (one hour includes reading)

Materials Needed: a class set of mythology books (cf. page 1), chalkboard

Organization Preferred: entire class

Teacher Role: facilitator and guide

Procedure:

1. Ask students to react to story, to main character, to his character flaw, to intervention of deities, etc.
2. Ask students to recollect words, characters, events which were difficult. Write these on the board and ask for help from other students, supplementing as needed.
3. Guide students through a review of these questions:

   Who was Hercules constant enemy? Why? Evidences?

   Why is Hercules sometimes called Alcides"?

   Who were his teachers and mentors?

   What was his greatest flaw? What caused it?

   What was his garment?

   What was the "choice of Hercules"?

   Who were Hercules wives?

   Why did he impose a penance on himself?

What tasks did Eurystheus set him? Describe each.

What great martyr did Hercules free?

What was Antaeus' remarkable faculty?

Why did Hercules wrestle Death?

How did Hercules meet his own death?

What heroic qualities does Hercules demonstrate?

Lesson Plan: The Labors of Hercules

Purpose:

Cognitive: To learn to name the twelve labors and other major feats.

Physical/Sensing: To express the myth through dramatization.

Intuitive: To integrate scenes from the myth with present expressions.

Affective: To enhance appreciation of mythical allusion.

Time Involved: One class period (approximately one hour).

Materials Needed: Mythology books, pencils and paper.

Organization Preferred: Small groups

Teacher Role: Director

Procedure:

Have students form small groups. Groups select and divide evenly the twelve labors, Prometheus, Antaeus, Admetus and Alcestis, Linus, infant Hercules, and death scene. Give groups a few minutes to organize. Each group presents to the class in tableau form an event from the story until all have been demonstrated. The class tries to guess correctly which scene is being produced.

At the end of the tableaux the teacher will ask what is meant by the expression "as bad as cleansing the Augean stables"? Invite the students to give

as many such expressions as they can think of (teacher supplements when they fail). Write those expressions on the board. *Here is a list you might use:

"a Herculean task"
"hydra-headed problem"
"to gain strength from Mother Earth"
"an infant Hercules"
"Atlas"
"Nova Hercules"
"a Promothean task"
"a Herculean task"
"Amazonian"
"Hesperian"
"to wrestle Death"

End the class by asking each student to take a piece of paper and list as many labors and events from the story as he can recall. Exchange papers and evaluate.

Unit Plan: The Labors of Hercules Today

Purpose: Cognitive: To analyze and translate references from mythology in today's world.

Intuitive: To synthesize references from mythology in descriptions and explanations of imaginative nature.

Affective: To broaden perception of the link between past and present in linguistic allusions.

Physical/Sensing: To use group cooperation and speech to present ideas.

Time involved: two days

Materials Needed: Mythology books (a variety of as suggested on page 1), dictionaries, articles on comparative heroes, examples of interviews from magazines or newspapers.

Organization Preferred: Groups of about four students.

Teacher Role: Facilitator, provider of information if necessary, provider of research materials/suggestions.

Procedure:

Teacher provides list of suggested presentations for groups. Have students group themselves and choose an activity. Allow at least half a class period for research and organization. Begin presentations as soon as a group or two are ready, and continue them through the next day.

Suggestions

Interviews:

1. On his return from one of his labors Hercules is met and interviewed by a reporter from the Theban Courier.
2. A reporter from the Acta Diurna scandal sheet in Rome interviews Hercules' last mortal wife about events leading to his unusual lifestyle and death.

What Ifs:

1. Hercules meets up with Superman (or Samson or Roland or Patton or ...) What adventures might ensue?
2. Young Hercules enrolled in the Brevard County Gifted Student Program?
3. When he accompanied Jason and the Argonauts, Hercules had not been lost looking for Hylas?
4. Atlas had sneaked off and left Hercules holding the sky on his shoulders?

Traditional Panel Discussions:

1. Read the myth of another hero, e.g. Theseus, Perseus, Jason. List characteristics he has in common with Hercules and exemplify.

2. Discuss historical/social reasons for loss of classic hero. What kind of hero, if any, has replaced him?

Evaluation Sheet

Please answer the following questions in view of our unit on Hercules. At the end, please comment on the value of this unit in respect to learning of vocabulary, specific skills, appreciation, knowledge, enhancement in your personal, social or academic life.

1. What qualities did the heroes of mythology possess?
2. Which of these qualities is the most important in your opinion? Why?
3. Give an example of a "Herculean" task.
4. What "Augean Stables" of modern time need cleaning? Why?
5. What does "the choice of Hercules" signify?
6. Name some "choices of Hercules."
7. Discuss some contemporary heroes who have achieved fame in a field of endeavor. Tell why you think they achieved fame. What did they do which was different from the ordinary person's approach to success?
8. Of what value are heroes to a nation?

Unit Plan: The Labors of Hercules

Optional Activity

Purpose:

Intuitive - integrated brain activity.

Time Involved: Assignment should be made at the end of the unit, and two weeks allowed for production outside of class.

Organization Preferred: On a Friday two weeks after unit, allow those students who have created products to show and explain their creations. Have tables available for display.

Teacher Role: Consultant

Procedure: Teacher will offer extra credit project for those who wish to produce an original illustration of a mythical allusion which interests them. Examples of student creations are given on page 2.

Evaluation: Quality of work, authenticity of allusion. Class and teacher discussion after hearing creator's assessment.

Comments: I have found that most students want to do this activity because mythology so fires their imagination. Some of the products have been entered in state and national competitions and received high awards.

APPENDIX H

COMMON LATIN ROOTS IN ENGLISH WORDS

APPENDIX H

COMMON LATIN ROOTS IN ENGLISH WORDS

ROOT	MEANING	EXAMPLE
aequ (equ)	even, just	equality
ag, act	do, perform	agent, action
ama	love	amatory
aqu	water	aqueous
aud	dare	audacity
audi	hear	audience
bene	well	benefit
cad, cid, cas	fall, happen	cadence, incidence, occasion
cap, cip, cept	take, seize	captive, recipient, accept
capit	head	capital
cede(ceed), cess	move, yield	recede, proceed, concession
cid, cis	cut, kill	suicide, incision
clud, clus	shut, close	include, conclusion
corp, corpor	body	corps, corporal
cred	believe, trust	credit
cup	desire, wish	cupidity
curr, curs	run	current, cursory
de	god	deity
dict	say, speak	diction
doc, doct	teach	docile, doctor
duce, duct	lead	induce, product
fac, fic, fact, fect	do, make	facility, efficient, factor, effect
fer, lat	bear, bring, carry	transfer, relate
fid	trust, belief	fidelity
fin	end	infinite
grad, gress	step, move, go	gradual, congress
grat	pleasing	gratitude
hab, hib	have, hold	habit, prohibit
habit	live, dwell	habitation
iect (ject)	throw	reject
jur (jur), just (just)	right, law	jury, justice
leg, lect	read, choose	legible, elect
liber	free	liberate
libr	book	library
loca	place	locate
loqu, locut	speak, talk	loquacious, elocution
luc	light	lucid
magn	large, great	magnitude
mal	bad	malice
mitt, miss	send, let go	remittance, mission
monstra	show, point out	demonstrate
mort	death	mortal
mov, mot	move	remove, motion

mult	much, many	multitude
naut	sailor	nautical
nav	ship	naval
nomin	name	nominate
omn	all	omnibus
ped	food	pedal
pell (pel), puls	drive	repellent, compel, compulsive
pet	seek, ask	compete
pon, pos, posit	put, place	component, compose, position
port	carry	import
press	press	oppression
pug, pugn	fight	pugilist, pugnacious
reg, rig, rect	guide, rule	regent, dirigible, erect
sci	know	science
scrib, script	write	describe, scripture
sed, sid, sess	sit	sedentary, assiduous, session
sequ, secut	follow, pursue	sequence, consecutive
serv	save	preserve
simil	like	simile
spec, spic, spect	look	specimen, despicable, inspect
sta, sist	stand	constant, insist
stru, struct	build	instrument, construct
tempor	time	temporary
ten (tain), tin, tent	hold	tenure, retain, continent, content
tim	fear	timid
tract	pull, draw, drag	contract
un	one	unify
urb	city	urban
ven, vent	come	convene, convent
ver	true	verify
vert, vers	turn	convert, reverse
vid, vis	see	evident, revise
vinc, vict	conquer	invincible, victor
vit	life	vital
viv	live	vivacious
voc (voke), vocat	call	vocal, convoke, vocation

EXERCISES

A. For each English derivative, give the Latin root and the meaning of the root.

		LATIN ROOT	MEANING
1.	elocution	----------	----------
2.	translate	----------	----------
3.	inhibit	----------	----------
4.	revive	----------	----------
5.	precursor	----------	----------
6.	prospectus	----------	----------
7.	impugn	----------	----------
8.	contemporary	----------	----------
9.	inversion	----------	----------
10.	evocative	----------	----------
11.	compulsive	----------	----------
12.	consequence	----------	----------

APPENDIX I

UNIT OF STUDY:

PERSONALIZED DICTIONARY BASED ON
ZODIAC VOCABULARY

APPENDIX I

UNIT OF STUDY

A Personalized Dictionary Based on Zodiac Vocabulary

Purpose:

Cognitive: To expand vocabulary; to improve word analysis skills.

Affective: To strengthen self-analysis by means of written expression with new words and understanding.

Intuitive: To allow connection of self-image with historical development of words from Zodiac symbols.

Physical: To produce an illustrated, prefaced personal dictionary.

Time Involved: About five days (after target Latin root/prefix list has been memorized).

Materials Needed: Original dictionary work consisting of target Latin root list, meanings, six to ten derivatives in English based on each root; an original horoscope written by each student as a previous writing assignment after study of words pertaining to signs of the Zodiac, paper (plain white for covers, lined paper for contents); pens, pencils, colors, rulers, etc., for cover illustrations.

Organization: Total group/individual contents.

Teacher Role: Lecture for content, guide through learning exercises, facilitator of discussions, procedures, and production.

Procedure:

First Day: Hand out illustrated list of Zodiac signs and lecture on myths, root words, and connotations of signs and related months. Student note-taking.

Second Day: Students use dictionaries to find derivatives and list them on board (each pupil looks for his own sign and whole class participates in compiling list for all signs).

Third Day: Students charade their Zodiac signs. Students receive directions for contents of dictionary and are allowed class time to begin. Work on content will continue as classwork and homework for days three, four and five.

Contents: Dictionary will be divided into eight categories of social, interests, likes, dislikes, school, family, appearance, and beliefs or values. Each category will comprise ten sentences each containing a derivative from target root list but used in reference to self.

Fourth Day: After teacher reads model horoscopes clipped from magazines, each student writes his own. Students edit and revise in groups.

Fifth Day: Teacher distributes art materials to students. Various Zodiacal symbol illustrations must be available for pupils' perusal. Students illustrate, arrange and staple final product.

Evaluation: Students may browse through each other's dictionary and comment on the best (and why) and worst. Teacher suggests assessment points: all material included as directed, sentence sense, variety of sentence structure, complexity of sentences and content, essay form of horoscope, value of illustration, neatness and appearance, reader interest.

Comments: Students do show excitement and pride in products. they gain some familiarity with new words, and at this point in our derivation study they begin asking about words they have heard outside the class, which is all a teacher can

ask in many cases. The teacher gains valuable insight into individual students and this can be used to further lessons tailored to fit these students.

APPENDIX I-2

HOROSCOPE WORKSHEET

Sign _____

1. Latin Meaning _____

2 Month _____

A. Latin month _____

B. Latin derivation _____

Words derived from my sign and the month which might describe me.

_____

_____

_____

HOROSCOPE CONTENT

Personality.

Moods/Attitudes.

Preferences- Colors, foods, weather, subjects, sports. Predictions- Love, career, grades, money, trips.

Negative Characteristics/Warnings.

Why my sign represents me well.

APPENDIX J

CREATIVE PROJECTS: TORRANCE'S CRITERIA

APPENDIX J

CUE CHART FOR THE CREATIVE PROCESSES	
COMPONENTS	**PUPILS MAY DISPLAY ABILITY IN ANY OR ALL 4 CATEGORIES**
LEVELS AND LEARNER EXPECTATIONS	**STARTER VERBS**
FLUENCY ability to produce many ideas, responses on a particular topic	list create as many ... as you can improve
FLEXIBILITY ability to change and/or adapt an idea; produce many different categories of responses	group combine redesign rearrange rename
ELABORATION ability to improve, perfect, embellish an idea/product	expand predict pretend describe project
ORIGINALITY ability to produce unique, one-of-a-kind, unusual responses/ideas/ products	invent a different_____ think of_____that is original in_____way create a new_____ create a clever_____

*Based on the work of Alex Osborne and Paul Torrance